

***Development and
Supervision of
Teaching Assistants
in Foreign Languages***

***Joel C. Walz
Editor***

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Edited by Joel C. Waltz

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Printed in the United States of America
3 4 5 6 7 8 9 10 06 05 04 03 02

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ISBN: 0-8384-5124-1

Beyond the Methods Course: Designing a Graduate Seminar in Foreign Language Program Direction

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Teaching assistants (TAs) of foreign languages (FLs) often attend an orientation workshop before teaching their first college FL classes, and they may also be required to take a course in FL methodology during their first term of teaching.¹ In fewer cases do FL departments provide additional coursework in methodology for graduate students who wish to gain further knowledge. Many FL TAs with graduate degrees secure positions in academia as language program directors (LPDs), which require them to supervise basic, intermediate, or advanced language courses even though they had no specific coursework to prepare them for this task. Experienced TAs are often appointed as course directors while working toward their graduate degree, but receive little additional training to meet the new challenges that await them. In terms of professors serving as LPDs, Dvorak (1986, p. 217) states, "Basic language programs are not new, of course, and the use of TAs to staff them is no innovation. What is relatively recent is the search for someone *especially trained* to direct them." The type of training that a student receives in a general supervision course in a school

of education may not be adequate preparation. Many of the concerns of LPDs are not shared by supervisors of programs in mathematics, science, English, or history. Our TAs need more than a methods course, especially if they plan on securing a teaching position in today's job market. Not all of our TAs secure positions as LPDs, but most teach language at some level. Therefore, they need high-quality training in pedagogy, and future LPDs need special training in FL program administration.

Some of our graduate students in literature, linguistics, and applied linguistics will be required to coordinate at the beginning of their appointment as assistant professors, and others often continue to coordinate later. Many scholars who have received Ph.D.'s in literature or in theoretical linguistics have turned to coordinating FL programs and supervising TAs (Teschner, 1987). Sprague and Nyquist (1989, p. 37) point out that "few faculty members set as a career goal the supervision of graduate teaching assistants (TAs). Typically, a faculty member volunteers or is drafted into such a position." They add that such a faculty member must possess a specialized set of leadership skills in three areas: as managers, professorial models, and mentors. Dvorak (1986, p. 222) states that individuals trained in language learning and teaching are attracted to the possibility of designing and directing an effective language program. These individuals could profit from more professional preparation for their tasks.

The position of LPD is multifaceted: the LPD must serve as a teacher, linguist, methodologist, editor, curriculum planner, counselor, psychologist, placement officer, organizer, arbiter, personnel director, supervisor, quality control worker, and evaluator.² The LPD has contact with many students: those enrolled in the basic-level courses, undergraduate minors and majors, graduate students, teaching assistants, and, in some universities, lecturers. Learning how to direct FL programs is an additional skill that graduates must master and utilize if they are to meet the challenges of running a basic-level language program. Such training is important because it allows TAs to view the teaching and learning process from a different perspective; and it provides them with professional preparation that will help qualify them to be LPDs. As Lee and VanPatten (1991, p. 116) state, "The support staff of course supervisors (graduate students, lecturers, or junior faculty) should be capable, talented, and well-trained." And it is members of the support staff that often serve as LPDs after becoming professors. This chapter presents a rationale and proposal for a special graduate seminar for foreign language program direction (FLPD) that

would provide interested graduate students with additional professional preparation and expertise. While the course would not be suitable for all graduate students, it would be beneficial for individuals who believe they will coordinate language courses in the future. The course could also include segments devoted to supervising study-abroad programs, basic-level programs, advanced-level language course sequences, summer language institutes, and college language dormitories or houses.

This chapter is addressed to LPDs and professors who would offer a course in FLPD in academic institutions with graduate FL programs. In the subsequent sections of this chapter, we shall look at the following important areas essential to a course in FLPD: a rationale, its objectives, course content, materials, assignments, and an experimental independent study or seminar.

Rationale

Convincing our colleagues of the need for specialized training in directing skills is undoubtedly a challenge. Unpublished minutes from a 1985 meeting of the CIC (Committee on Institutional Cooperation: the Big Ten Universities and the University of Chicago Coordinators' Meeting) describe the main problem:

At many institutions in the country, junior faculty members are required to do coordination during their first few years on the job, even though they may have a degree in literature. The implication seems to be that some colleagues do not recognize foreign language education as a legitimate field in its own right, but believe that virtually anyone can coordinate lower division courses without specialized training. (Cited in Teschner, 1987, p. 34.)

The feasibility of including a course in FLPD certainly requires consideration. The person who would teach such a course would be the LPD, who is already heavily burdened with many responsibilities in the FL program (see Dvorak, 1986, and Lee and VanPatten, 1991a, for detailed discussions). FL graduate students need to be better prepared to undertake a wide variety of duties within the foreign language department, including coordinating basic- and intermediate-level courses and supervising and evaluating TAs. It makes sense to add a course like the one described and defended here to the graduate FL curriculum in order to help our students meet the challenges of the future.³

Teschner (1987) discusses the professional preparation and background of 154 lower-division LPDs. He addresses the fields in which directors wrote their doctoral dissertation and the areas in which they publish journal articles and present conference papers. He reports that 59% of LPDs surveyed wrote their dissertation in literature, 19% in theoretical linguistics, and 14% in educational linguistics. Of the LPDs surveyed, 40% publish on literature, 14% publish on educational linguistics partially (one- to two-thirds of their publications), and 19% publish exclusively on educational linguistics (two-thirds to 100%). A small number of directors (12%) publish exclusively on theoretical linguistics. Of those surveyed, more directors with a linguistics background were attracted to publishing in educational linguistics than were directors with a literature background (p. 30). Teschner states: "We now know that while only about 15% of all eventual French, German and Spanish LD (lower division) directors write dissertations on educational linguistic topics, higher percentages of them come to publish and speak on those topics as their careers develop" (p. 34). The statistics provided by Teschner are enlightening. Some of our students enrolled in literature and theoretical linguistics courses are destined to serve as LPDs and publish in applied linguistics. More coursework needs to be implemented to help prepare them for this future.

A course in FLPD could be offered using several options. One possibility would be a seminar course meeting at least once every week during a regular academic semester or quarter. Another option would be to hold a colloquium with invited faculty from various language departments open to interested graduate students, preferably the term before a TA would begin directing courses. This option would be possible only in institutions where TAs have the opportunity to coordinate basic-level courses. Yet another possibility would be to have a summer course or an intensive summer seminar. Still another possibility would be to create an independent study course in which one TA worked alone with a professor.

Lalande (1991a) provides a rationale for offering an advanced methods course in that the beginning methods course is in some places designed to meet immediate "survival needs" of new TAs. Where this is the case, the beginning methods course is often too basic to provide an adequate amount of information for experienced TAs. Lalande also points out how many methods courses combine both undergraduate and graduate students, thus limiting the possibilities for a challenging, advanced-level treatment of methods.

A distinction between training and education in terms of the professional development of teaching assistants is made by Azevedo (1990). Training entails preparing instructors for their immediate departmental tasks. Azevedo believes that this task is crucial, but that a fully integrated development program “must not only *train* instructors for the present but also *educate* them for their future work as full-fledged faculty members” (p. 25, original emphasis). The FLPD seminar would need to address both training and education by preparing TAs serving as LPDs for their immediate duties as well as educating them for potential areas in which they will work and publish in a full-time career in a FL department.

At present, methodology receives very little coverage in the graduate school curriculum as evidenced by a survey conducted by Di Pietro, Lantolf, and Labarca (1983). They report that 73% of all coursework in FL graduate programs is in literature and literary criticism, 12% in linguistics, and a mere 3% in pedagogy. This imbalance could easily be remedied by including the following in graduate programs of study: (1) basic methods course during the first semester of teaching; (2) a second methods course during the TA's third year following Lalande's recommendation; (3) a linguistics course (Murphy, 1991, p. 137); and (4) a seminar in supervising foreign language instruction when TAs are appointed as course directors or for any TA desiring more specific professional preparation. Do our students truly want or need to take mostly literature or linguistics courses to the exclusion of more pedagogical courses, or are they interested in more applied linguistics coursework? Perhaps if we ask our graduate students what *they* want and need in terms of coursework, we will discover that they are interested in more coursework that focuses on teaching.

By analyzing the *MLA Job Information List*, Dvorak (1986, p. 222) found that an increasing number of universities are searching for LPDs. Regarding the use of experienced graduate students as course directors, Dvorak (1986, p. 222) states, “This represents an excellent opportunity for experience in program administration.” Azevedo (1990, p. 26) declares: “Insights TAs acquire as course leaders may enhance their future eligibility for positions requiring duties like those of a course supervisor.” He adds: “A professional does not spring into existence on receiving the doctorate but, rather, develops through habitually exchanging ideas with more experienced colleagues and, above all, by meditating on the nature and means of our calling as educators” (p. 28). An analysis of the October 1991 *MLA Job Information List* shows that out of a total of 606 foreign language positions listed, 72 or

12% called for the coordinating of language courses ("Number," 1992). This means that almost one-eighth of all positions require coordinating skills. Are our graduate-level FL programs preparing job candidates to be coordinators?

Lee (1987, p. 22) emphasizes the pivotal position of the LPD in any FL department: "How this person performs the job influences the lives of graduate teaching assistants and of all the undergraduate students enrolled in the language program." He stresses that the language coordinator should not be viewed as the "low person on the totem pole" but rather as having "the responsibility of a professional" (p. 23). Sadow (1989) briefly describes LPDs' activities and their contributions within FL departments. His essay is addressed to colleagues in literature and linguistics who may not know precisely what being a methodologist entails. Dvorak (1986) confronts the principal problems of being the language coordinator in a research institution and Lee and VanPatten (1991a) view FLPD as "academic." The use of this term means that the LPD should be regarded as an expert within academia in the same manner that scholars in literature and linguistics are regarded. They stress the importance of tenure-track appointments for LPDs, reasons not to expect a reduced publication requirement for LPDs, and a proposal for integrating the LPD gradually into a FL department.

Courses designed to train LPDs should be recommended for qualified TAs who have been appointed by the LPD to coordinate a course or courses in the basic-level program. Naturally, the situation differs according to academic institution. In some universities (for example, the University of Illinois and the University of Virginia), TAs run an entire course and are course coordinators while still graduate students. In other institutions, the opposite is true; TAs receive little or no experience as course coordinators. Therefore, the FLPD seminar would vary according to where it was offered. In any case, many graduate students studying languages are interested in practical professional preparation; they could utilize training in FLPD immediately when appointed as course coordinators while attending graduate school and after graduation upon securing a tenure-track position at a college or university. Shumway (1990) discusses enrollments in language compared with those in literature and civilization using figures from his own department, Spanish and Portuguese, at Yale University. He finds that over 85% of students were enrolled in language courses versus approximately 18% in literature and civilization courses. In the context of the undergraduate FL curriculum, Woloshin (1983) also points out that at the University of Maryland, Baltimore County, 80% of students in the Department of

Modern Languages and Linguistics are enrolled primarily in language courses. With these statistics in mind, we must insist upon professional training and special coursework to prepare individuals who are or will become directly involved with language courses or entire sequences of language courses at various levels, such as the LPD. In Spanish at the University of Virginia, we have 41 TAs, who teach 50 or more sections of basic-level courses, and approximately 1,250 enrollments during each fall term, which is almost 10% of all undergraduate students enrolled at the university. My position as LPD makes me responsible for all the TAs and undergraduate students involved in the program. In many institutions the FLPD is responsible for many more students. This responsibility makes TA training absolutely imperative.

Course Content

A course in FLPD could carry from one to three semester credits, depending on the time available and the amount of work required. A three-credit seminar would allow for the most comprehensive coverage. It would be of the utmost importance to have an extensive reading list, tests, and a substantial term paper, in addition to other, smaller assignments. If it were not designed as a rigorous course, it would be viewed as too easy, which must be avoided if it is to be considered scholarly by both students and colleagues.

A course on FLPD would need to address many important areas in order to provide a comprehensive overview of what the LPD of a FL program does. These areas would include the following: (1) current theories in methodology and applied linguistics; (2) text and materials selection; (3) materials development; (4) course design, syllabus design, and curriculum planning; (5) testing (including oral testing and placement testing); (6) information on training new teachers and teacher staff development; (7) evaluating teachers' classroom performance; (8) program evaluation; (9) placement of students in appropriate levels; (10) advising TAs and undergraduate students; and (11) the use of video, computers, and other technologies in teaching foreign languages. Other topics could be covered; they will be discussed later in the section "An Experimental Independent Study or Seminar." The appendix presents a sample course syllabus for FLPD.

A course in FLPD is feasible because of high-quality research that is being published. The number of publications in applied linguistics, second language acquisition, and foreign language methodology is steadily increas-

ing. Indeed, theories of second language acquisition have changed substantially in the past five years. This increase further justifies coursework in which students would read and analyze current research. Future LPDs would benefit from the ability to apply research findings and conduct their own classroom research.

While it is beyond the scope of this chapter to provide a detailed review of materials that address FL methodology, teaching the four skills, and language testing, mention of key sources in language pedagogy should be considered by the LPD in training and included in coursework. The content of the FLPD course depends, of course, on what is taught in the required methods course. Many of these materials have appeared in the last five years and may be readily used in a course in FLPD.⁴ The manual by Lee (1989) deserves primary attention, since it was written with LPDs and TAs in mind. By giving a detailed description of instruction in Spanish and Italian at the University of Illinois at Urbana-Champaign, Lee covers the many practical concerns and problems (with solutions) of the basic-level FLPD. He divides his guide into a section for course directors and TA trainers and one for TAs. The important issues that he addresses include the roles of TAs, course supervisors, and the director of basic language instruction; communication between the director and students in the basic courses; TA training, communicative language teaching; classroom management; and syllabi and lesson plans. Chapter 7, "What a Director of Basic Language Instruction Should *Not* Hear," presents problematic interchanges between basic-level students, TAs, and directors and how to avoid them. It also helps characterize exactly what the director of basic language instruction does in addition to duties of coordinating, namely, publishing, presenting papers at conferences, teaching, and participating in committee meetings. This text is very useful for LPDs in training and should be required reading because of its practical treatment of the subject.

Other materials appropriate for a course in FLPD include several series of books published by Cambridge University Press: Cambridge Applied Linguistics, New Directions in Language Teaching, Cambridge Language Teaching Library, and Cambridge Handbooks for Language Teachers. For example, Dubin and Olshtain (1986), as well as Yalden (1987), discuss course design, especially in terms of the communicative framework. Books by Chaudron (1988) and Nunan (1988) address classroom-based research and the learner-centered curriculum, respectively. Richards (1990) addresses the four language skills, methods, curriculum development, and content-based

language instruction. A collection of articles dealing with second language teacher education is found in Richards and Nunan (1990). Key articles in this collection include studies by Gaies and Bower, Gebhard, Fanselow, and articles on the practicum, self-observation in teacher development, case studies, teachers and learners in the classroom, and issues and approaches in teacher education. A new collection, edited by Rivers (1992), deals with many aspects of teaching languages in college. Two recent collections of articles in second language acquisition research have appeared (O'Malley & Chamot, 1990; Gass & Schachter, 1989). Johnson (1989) addresses the second language curriculum in the Cambridge Applied Linguistics series. Richards (1984) addresses language curriculum development and should be considered by the instructor of the FLPD course in planning the syllabus.

Sources in language testing may not get attention in the first-level methods course due to time limitations. Lado (1961) and Oller (1979) are standard language testing manuals. Lado's treatment is very traditional and reflects the audiolingual method, but should be analyzed as a point of departure with which to compare more current FL testing models. Oller (1979) includes a more pragmatic and communicative focus to language testing. Several texts on language test preparation were published in the 1980s: Cohen (1980), Finocchiaro and Sako (1983), Carroll and Hall (1985), Henning (1987), Underhill (1987), and Hughes (1989). Oller (1983) offers a collection of articles within a more theoretical framework. A two-part article by Skehan (1988, 1989) about language testing treats important theoretical and practical issues. The 1991 AAUSC Annual Volume entitled *Assessing Foreign Language Proficiency of Undergraduates* (Teschner, 1991) treats many aspects of language testing and aptitude. Specifically, key issues in language testing include placement (Heilenman, 1991; Wherritt, Druva-Rush & Moore, 1991), language test design (Hammerly, 1991), exit requirements (Fleak, 1991), task-based and process-oriented testing (Magnan, 1991b), and testing of reading (Lee, 1991), speaking (Ballman, 1991), and listening (Bacon, 1991). Walz (1991) addresses published tests that are part of French textbook packages. Attention to ancillary materials developed by textbook publishers is rare in research literature and needs to be addressed further for all modern languages. Generalities about language testing are treated in studies by Nuessel (1991), Hagiwara (1991), and Bernhardt and Deville (1991); all of the readings in this volume are ideal for the LPD in training.

A nine-book series, known as the "Program Evaluation Kit," is useful to the FLPD (Fitz-Gibbon, Taylor & Morris, 1987a & b; Henerson,

Morris & Fitz-Gibbon, 1987; Herman, Morris & Fitz-Gibbon, 1987; King, Morris & Fitz-Gibbon, 1987; Morris, Fitz-Gibbon & Freeman, 1987; Morris, Fitz-Gibbon & Lindheim, 1987; Patton, 1987; Stecher, 1987). The series addresses all aspects of educational programs and includes the following: focusing an evaluation, an evaluator's handbook, measuring attitudes, qualitative methods in evaluation, communicating evaluation findings, assessing program implementation, analyzing data, measuring performance and using tests, and designing a program evaluation. While the kit does not relate specifically to foreign language programs, it has much information that the LPD can utilize in designing a basic-level language program and a method for evaluating instruction and course design.

Assignments

Course assignments required of students in a course on FLPD could include the following: observing several classes and writing formal evaluations, writing recommendations for future employment, making a comparative analysis of textbooks for one or several languages, reviewing a book in applied linguistics, writing a critical essay comparing several researchers' views on a controversial topic in FL learning and teaching, creating a syllabus for a specific course, designing an evaluation form for teacher performance or for program evaluation, writing a rationale for the goals of a basic-level FL program, drafting a test that reflects current thoughts on FL testing, formulating criteria for placing students at different levels, and investigating areas within FLPD in which more research is needed. The following sections outline more specifically the assignments that could be completed by students in a course in FLPD.

Program Rationale

Write a rationale for a basic-level language program. What are the goals of the sequence of courses? What materials will be used? What approach or method of language teaching will be used?

Comparison of Three Approaches/Methods

Choose three methods or approaches to language teaching and learning. Compare them and state the benefits and drawbacks of each. Use the books by Larsen-Freeman (1986) and Richards and Rodgers (1986) for background information about FL methods and approaches.

Textbook Review

Do a comparative review of five textbooks of the same level using a checklist as a guide (Omaggio, 1986, and Savignon, 1983). Which text is the best one in your estimation? Why? Be specific in your conclusion of why you would select one of the five texts.

Teacher Evaluation Form

Develop a form for evaluating a FL class. Use Omaggio (1986, pp. 468–72) and Fitz-Gibbon & Morris (1987b) as guides.

Test Preparation

Using Omaggio (1986, pp. 450–67), design a chapter test for a beginning-level language course. All items should be contextualized and you should include grammar, vocabulary, reading comprehension, listening comprehension, and a composition.

Materials Development

Develop materials for teaching target-language grammatical structures or vocabulary using pictures, line drawings, or cartoons from magazines and newspapers. Write a detailed lesson plan showing how you would integrate the materials into your teaching.

Placement of Students

How does one place students into the appropriate level in a FL course sequence? Contact three academic institutions and find out how they place language students. Write a two-page document summarizing their criteria for placement. Include high school preparation, other language study, and scores on achievement/placement exams when applicable.

Syllabus Design

Design two syllabi for any basic-level language course: one for instructors and one for students. Include textbook information, weekly class assignments, the importance of the four skills, testing (including oral testing), lab and workbook requirements, grade breakdowns, and so on. Collect syllabi from colleagues to use as a guide.

Professional Literature in FL Methodology

Browse through the library for applied linguistics and methodology texts and journals. What journals are essential for the FL methodologist or program director? Compile a list of these journals. What are the issues commonly addressed in these journals for the past five years? Analyze several FL methodology texts.

Class Observations

Observe two language classes at different levels. Write up the evaluation using forms that you have devised. Do it as if you were evaluating a class as an LPD. A follow-up meeting between evaluator and teacher will be simulated once you complete this assignment. Samples of completed evaluation forms are available to help guide you.

Video Observations

Videotape two language classes at different levels. Write up the forms the way you would if you were evaluating a class as LPD. A follow-up meeting between evaluator and teacher will be simulated once you complete this assignment.

Videorecording has been used in teacher training and deserves particular attention in a course in FLPD. In their discussion of video in the context of technology for language learning and teaching, Furstenberg and Morgenstern (1992) point out the distinction between video viewing and videorecording: commercial video programs, satellite, or telecast taping may be used as pedagogical materials with students, or the teacher may use the videotape process to evaluate instruction. Franck and Samaniego (1981) describe videotape as a feedback device for self-analysis and confrontation of one's own teaching and outline a clear technique for using video in the supervision of TAs. Additionally, teachers find video feedback effective in making them aware of the amount of target language used in class, how much the teacher monopolizes class time, the effectiveness of drilling techniques, and the effectiveness of grammar explanations (Franck & Samaniego, 1981, p. 274).

Franck and Samaniego admit that some TA supervisors have qualms about utilizing video in TA supervision. They explain, however, that this reluctance is often allayed by the assistance of their Teaching Resource

Center staff. By receiving external support, LPDs do not have to deal with all aspects of using video; they may consult with professionals to assist them.

Smith (1973) offers clear guidelines on how to use videotape recording in instructor supervision and evaluation. These guidelines include procedures on how to critique the videotaped classes and sensible recommendations about who may see the tapes and the ethics of retaining videotaped classes for future use.

An Experimental Independent Study or Seminar

In the summer of 1991 I offered an independent study in FLPD to a graduate student in Italian. Requirements included readings from many of the works I have cited and assignments I have discussed in this chapter.

New courses are by nature experimental, and it is often beneficial to try them out first as independent studies or in a seminar slot. The benefits of experimenting are substantial; instructors receive feedback from students so that when they offer the course a second time, any problem areas in terms of readings, assignments, or class setup will have been ironed out. Since giving the independent study, I have had several graduate students express interest in a course in FLPD.

As the instructor of FLPD, I must evaluate the success of the course. While I was satisfied with what we did cover, several areas could have been treated, but were not. Undoubtedly, some topics may have been overlooked because it was the first time I offered the course and it was an independent study with only one student. Additional topics that could be implemented into the FLPD course include the legal ramifications of teaching, such as the right to privacy, academic dishonesty, sexual harassment, and learning disabilities. Also helpful would be the treatment of directing study-abroad programs and language-interest houses, since both these contexts require individuals who possess administrative skills.

One important part of teaching that could not be ascertained from the independent study offering of FLPD was how effective the class discussions would have been with more than one student enrolled. Both instructors and students would benefit more from in-class discussions, especially when controversy is an issue. The instructor would undoubtedly need to develop strategies to lead successful discussions of the course themes.

In terms of the assignments (described above in the section "Assignments"), they worked out well overall, but may have been too directive.

Several of the assignments could be relatively open-ended, especially the term paper and the program rationale. Of course, the danger of open-ended assignments is that students will stray and not complete the work adequately. A remedy is to require students to submit outlines and drafts beforehand to check their progress. Upon offering the FLPD seminar again, I will modify the syllabus and assignments to create a more comprehensive treatment of topics and make the assignments more challenging for students.

Summary and Conclusions

Few, if any, courses are offered within the regular graduate FL program that are designed to train TAs to supervise foreign language instruction. This omission may be explained by a refusal to accept the importance of pedagogy in FL departments and a lack of recognition of employment opportunities. This nonacceptance must change. A lack of respect and understanding exists concerning what the LPD is and what the LPD does. The MLA Job Information List has shown that there are many positions for LPDs. Today, many high-quality books and articles are available for teaching courses in FLPD and more research will most certainly continue to be published. This research needs to be recognized in the FLPD seminar.

Di Pietro, Lantolf, and Labarca (1983) have shown that FL departments throughout the United States offer only a minimal number of courses at the graduate level in pedagogy, compared with a great abundance in literature and literary criticism, and a moderate-to-low number of courses in linguistics. A course in FLPD would certainly help better prepare our future colleagues. Courses in supervision offered in education departments provide useful information to future teachers, but they are not specific enough to meet the needs of the LPD in training.

In summary, the following observations and recommendations about preparing TAs to direct FL programs may be made:

- 1) We must bring FL coordinating skills to the graduate-level curriculum by offering a course in FLPD. We who presently coordinate would have benefited greatly from such training; coursework in supervising FL programs is not simply an issue of methodology, but also of administration, testing, evaluating, counseling, and directing personnel. We need to recognize coordinating skills as a valuable learning experience for graduate students in training for careers as professors and language teachers.

- 2) We should look to the future and strive to create programs comprising a sequence of courses designed specifically to prepare individuals to be LPDs.
- 3) We must continue to publish research concerning the supervision of language programs so that FLPD will advance as a subfield within applied linguistics.

We must look to the future in preparing our TAs for positions in FL departments. We should include students of literature, linguistics, and applied linguistics, all of whom may secure positions as FLPDs. The methods course is extremely useful for teachers in training; however, individuals who find themselves directing FL programs would be better equipped to coordinate if they had coursework that helped them view FL programs not only from an instructional perspective, but from an administrative one as well. For this reason, we must look beyond the methods course and design graduate seminars that train individuals as LPDs. It is truly becoming more the rule than the exception for our graduate students to be involved in supervising TAs and in directing language courses or programs.

Notes

1. I wish to thank Marva Barnett, Kenneth Chastain, and Carla Tchalo for their comments on earlier drafts of this chapter. Special thanks to Jeffrey Bersett, Elizabeth Castleman, Campbell Lewis, Ian Pallini, Albert Shank, and Kevin Vandergrift. I alone remain responsible for any imperfections in this final version.

2. See Jarvis (1991) on junior-faculty development and the importance of balancing teaching and research. See also Barnett and Cook in this volume.

3. The works cited in this chapter are appropriate readings for a course or seminar on FLPD. Several books in combination with a selection of articles would ideally provide an adequate amount of professional literature to be read and discussed by the instructor and students. An experimental course in FLPD could easily be tested in the seminar slot that many graduate FL programs already include in their course offerings.

4. For an extensive bibliography of materials for TA training and development, see Benseler and Cronjaeger (1991a).

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Appendix

Sample Syllabus

Fall 1992

Directed Research

FOREIGN LANGUAGE PROGRAM DIRECTION

Course Syllabus

Professor: Keith Mason

Course Objectives:

A course in Directing Foreign Language Programs needs to reflect the many important areas that a director or coordinator of FL program is required to know. The following areas will be addressed: (1) theories in methodology and applied linguistics; (2) text and materials selection; (3) materials development; (4) course and syllabus design and curriculum planning; (5) testing, including oral testing and placement testing; (6) information on training new TAs and teacher staff development; (7) evaluating teacher's classroom performance; (8) program evaluation; (9) placement of FL students; and (10) the director as an adviser to TAs and undergraduate students.

Course breakdown:

Written Assignments:	30%
Class observations and simulated follow-up:	15%
Two Exams:	20%
Term paper:	20%
Attendance/participation:	15%

Week of:	Class Topics:	Readings and Assignments:
Aug. 31	Introduction; The Language Program Director (LPD); Designing a FL program	Dvorak, Lee & VanPatten, 1991; Lee, 1987; Lee, 1989 (Chs. 1-4)
Sept. 7	What does the LPD do? Problems of being the LPD/The LPD as a professional	Lee, 1989 (Chs. 5-7); Johnson (whole book); Richards, 1984
Sept. 14	Designing a FL program: Curriculum and syllabus design	Richards, 1990 (Chs. 1-4); Program rationale essay
Sept. 21	Methods and approaches in language learning and teaching	Richards, 1990 (Chs. 5-8)
Sept. 28	Methods and approaches in language learning and teaching	Larsen-Freeman, 1986 (whole book)
Oct. 5	Methods and approaches in language learning and teaching	Assignment comparing three methods/approaches
Fall Break	No class	
Oct. 19	Materials development/text selection	Textbook review; Skehan, 1988, 1989

Week of:	Class Topics:	Readings and Assignments:
Oct. 26	Language testing	Underhill, 1987 (whole book) Exam 1
Nov. 2	Language testing	Henning, 1987; language test assignment; Gebhard, 1990
Nov. 9	Evaluating instruction: Watching videos and completing formal evaluations	Submit completed evaluation forms
Nov. 16	Placement and advising	Furstenberg and Morgenstern, 1992
Nov. 23	Technology for language learning	Term paper due
Nov. 30	Learning disabilities and language learning	Exam 2
Dec. 11	Individual presentations on term papers	