

Syllabus - FORL 385 A
Methods in the Teaching of Foreign Languages in the Secondary School

Professor: Kevin Elstob

FORL 385 - Section 1

W: 1.30. pm – 4.20 pm (Mendocino 4003)

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Office Hours:

Tues and Thur: 1.30 – 3 pm and by
appointment

Special needs - Students with Disabilities

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If you have a documented disability and verification from SSWD, and wish to discuss academic accommodations, please contact me as soon as possible.

TEXTS

- *Teaching Language in Context, 3rd edition* - Alice Omaggio Hadley, Heinle and Heinle
- *Foreign Language Teacher's Guide to Active Learning* - Deborah Blaz, Eye on Education
- *A Collection of Performance Tasks and Rubrics Foreign Languages* - Deborah Blaz, Eye on Education
- *Foreign Language Framework for California Public Schools*
- *World Language Content Standards for California Public Schools, Kindergarten Through Grade Twelve*

Course Description

This course includes discussion of the required texts, study of current instructional strategies in the teaching of foreign languages, evaluation of methods specific to goals and objectives, analysis of documents that support the teaching of foreign languages, study of techniques and technology associated with second language acquisition and evaluation of source materials available to teachers of foreign language. 3 units.

Course Objectives

To facilitate learning so that students will demonstrate understanding of second language acquisition theory as well as the required teaching skills in order to be able to deliver well-prepared and challenging lessons in the foreign language classroom.

ATTENDANCE

Due to the fact that there are only 7 class meetings in the semester, it is important that students attend every class meeting. If you should have an extreme emergency arise and cannot attend class, please contact Professor Elstob immediately. Attendance and punctuality are factors in determining the final grade in the course. (- 25 points for each absence)

- These are the dates for our class meetings: Oct 29; Nov 5, 12, 19, Dec 3, 10, 17

Samlink Account - We will use SacCT to post grades and the homework schedule.

STUDENT OUTCOMES OF THE COURSE – Teacher Preparation Expectations (TPE)

After successful completion of this course in methodology, students will be able to:

- 1) Demonstrate understanding of the theories of second-language acquisition
- 2) Demonstrate understanding of the principles and priorities in methodology by applying them in planning and teaching
- 3) Develop effective lessons based on the principles of the National Standards for Foreign Language Learning in the 21st Century, the Foreign Language Framework for California Public Schools, the California State Standards for Foreign Language Learning and the ACTFL Guidelines
- 4) Demonstrate understanding of communicative competence and apply strategies to achieve this goal in planning and delivering daily lessons
- 5) Demonstrate and apply instructional strategies related to real-world language in context
- 6) Develop effective assessment strategies for courses in foreign language
- 7) Develop appropriate instructor goals and student outcomes for courses in foreign language
- 8) Demonstrate understanding of cultures, literature, and cross-disciplinary concepts
- 9) Demonstrate understanding of language, linguistics, comparisons
- 10) Demonstrate understanding of the need for on-going professional development
- 11) Demonstrate the requisite knowledge to use technology to support and enhance instruction

TEACHER PREPARATION – ASSESSMENT

Students will be assessed based on the following criteria:

- 1) Demonstrate knowledge and understanding of the State Standards, Foreign Language Framework for California Public Schools, National Standards for Foreign Language learning in the 21st Century and the ACTFL Guidelines. (Assignments from the texts, journal article summaries, class discussions, demonstration lesson, observation summary, final written lesson plan.
- 2) Demonstrate ability to write a challenging lesson plan, incorporating instructional strands and supportive activities based on a proficiency-oriented program of study in the foreign language. (Practice in writing lesson plans and assessment of plans; final lesson plan as one summative assessment)
- 3) Demonstrate the ability to conduct all levels of a language class in the target language with ease and confidence. (Lesson plan and demonstration lesson, practice in delivering segments of a lesson to the class)
- 4) Demonstrate the ability to use appropriate and varied language with accuracy and fluency (Practice lessons and demonstration lesson, class discussions that reveal student's ability to express herself/himself with ease in the target language)
- 5) Demonstrate knowledge of the descriptive aspects of language (linguistic code or grammar) and practical use of the target language in context. (Class discussions, written assignments, demonstrations lessons)

- 6) Demonstrate an understanding of how to validate the language of the heritage and native speaker (Class discussion, demonstration lessons, written assignments)
- 7) Demonstrate that the candidate is prepared to teach students to use the target language to obtain and exchange information in a variety of authentic contexts, real-world language experiences based on the fundamentals of the National Standards, the 5Cs-Communication, Cultures, Connections, Comparisons, Communities. (Class discussions, practice lesson plans, demonstration lesson, final lesson plan)
- 8) Demonstrate the ability to enable students of language to develop proficiency in the four language skills of listening, speaking, reading, and writing. (Class discussions practice lessons, written assignments)
- 9) Demonstrate the ability to bring students to an in-depth understanding of the cultures and societies in which the language they are studying is spoken. (Class discussions, practice lessons, demonstration lesson, written assignments)
- 10) Demonstrate the knowledge of the nature of language and methods of learning a language and convey this to students. (Class discussions, practice lessons, written assignments, demonstration lesson)
- 11) Demonstrate an understanding of and sensitivity to multicultural issues as they present themselves in the class and school community, and to be able to **identify** and **incorporate** multicultural issues in the planning of semester, unit, and daily lessons. (Class discussions, practice lessons, written assignments, demonstration lesson)

DATES OF CLASS MEETINGS, AGENDA, and ASSIGNMENTS

OCTOBER 28

Overview of course and discussion of the syllabus and required assignments

Discussion

- The personal philosophy of teaching and the mission statement
- Second Language Learning: Personal experience and perspective
- Definition of SLA (Second Language Acquisition), teaching, learning
- “Powerful teaching and learning” – Students will be able to...(SWBAT)
- American education and the role of world/foreign languages in the curriculum
- Strategies: Tips on classroom management
- Epilogue-Omaggio text: Planning Instruction for the Proficiency-Oriented Classroom

Assignment - due: 11/4

- Re-Read “Epilogue” and prepare written assignment, page 466, #6
- Active Learning – Read pages 1 – 22
- Chapter 1: On Knowing a Language: Communicative Competence, Proficiency, and Standards for Foreign Language Learning - Define “language proficiency” – p. 42 #1, 2, 3
- Active Learning: Read pages 23 – 90

NOVEMBER 4

Discussion

- The Framework and the National Standards (p. 38) – an overview
- ACTFL Proficiency Guidelines – p. 469
- Strategies: Planning effective lessons based on the State Framework and Standards
- The lesson plan format for a foreign language classroom
- Summary: Chapter 1 and highlights from the text Active Learning, pages 23 – 90

Assignment - due: 11/118

- Chapter 2: On Learning a Language: Some Theoretical Perspectives
- Framework- Read pages 1 – 25 (ch. 1-3)
 - Describe briefly each Stage of Student Progress
 - List and briefly describe the LL Continuum and its categories
 - Define, according to the Framework, the following: language usage, language structure, context, vocabulary, and concept development.

NOVEMBER 11 – Online Class – No in-class Meeting

Discussion

- Developing instructional strategies that work –Target language instruction and the Importance of context and authentic language
- Framework-rationale, proficiency, content, language usage, language structure, context,
- Vocabulary and concept development
- Summary: Chapter 2

Assignment - due: 11/18

- Review of Chapters 1 and 2; comparing language learning theories p. 81, #5
- Framework – Read pages 26 – 45 - What are the goals and benchmarks described on p. 27 and how does it drive the planning of lessons? What is “comprehensible input” and “Guided Practice?”
- First journal article due on 11/18

NOVEMBER 18

Discussion:

- Reviewing the National and State Standards: knowing how, when and why to say what to whom - p. 81, #5; questions from the Framework
- Strategies: Incorporating the Standards and their role in differentiated instruction

Assignment: due: 12/2

- Chapter 3: On Teaching a Language: Principles and Priorities in Methodology, Page 130, #1 and #3
- Framework – Read pages 46-55. In your opinion, why is professional development for teachers critical in order to maintain excellence in teaching?
- Bring textbook used at school site to class. Be prepared to discuss its features.

No class meeting on Wednesday, Nov. 25; enjoy your Thanksgiving break!

DECEMBER 2

Discussion

- Making the textbook work for you and your students-using ancillaries and other resources
- Strategies: The importance of teaching correct pronunciation
- Strategies in assessment –formative and summative
- Summary: Chapter 3 – Contemporary methodologies in 2nd language acquisition

Assignment - due 12/9

- Chapter 4: The Role of Context in Comprehension and Learning
- Active Learning – pages 91 – 124 Describe 3 activities that you would adapt for use in your language class.

DECEMBER 9

Discussion

- Strategies: Developing the personal notebook- a student guide
- Vocabulary development
- Supporting special needs students
- Adapting the Language Learning Continuum as outlined in the Framework; key information from Active Learning, pages 91 – 124

Assignment due: 12/16

- Continue study of Chapter 4; pages 169-170, #1 and #3
- Chapter 5: A Proficiency-Oriented Approach to Listening and Reading p. 225, #1 and #3
- Active Learning, pages 173-180
- Second journal article due – Teaching for Communicative Competence
- Observation summary due on or before December 17.

DECEMBER 16- Potluck!

Discussion:

- More about context and authentic language teaching strategies as they relate to second language acquisition theory
- Discussion of assignments from December 10 and observation summaries
- Summary: Chapter 4 and introduction to Chapter 5
- Closure: Summary of learning from this semester in the Teacher Preparation Program

GRADING (Method of Assessment)

Assignments	POINTS
Written assignments based on chapters assigned in the text - 6 x 75 = 400 points For details see "Course Content" section of SacCT	400
Participation in class discussions - 7 x 50 points = 300 points For details see "Course Content" section of SacCT	350
2 Journal article summaries - 2 x 75 points = 150 points - 1st article: Classroom Management - 2nd article: Teaching for Communicative Competence For details see "Course Content" section of SacCT	150
1 On-site class observation and summary: - Make arrangements to observe an accomplished instructor in an SLA (Spanish, French, etc.) class and write a 1-page summary of your observation. Due: On or before December 19	100
TOTAL	1000

Students are responsible for all assigned work.

- All written work must be done in a professional manner – typed; no hand-written work accepted.
- All assignments must be turned in on time and presentations given on assigned dates. Late work will be penalized

METHOD OF ASSESSMENT

The final grade in the course is based on completed assignments, attendance, punctuality, and participation in class discussions. All points earned are converted to a percentage

100 - 94 % = A; 93-90% = A- 89-87% = B+; 86-84% = B; 83-80% = B-; 79-77% = C+; 76-74% = C; 73-70% = C-; 69 and below = D; 70-79% = C; 60-69% = D; 59% and below = F

What you need to get a good grade

Your overall effort in doing homework and participating in class are essential